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ABSTRACT

Under a grant from the Illinois State Library, a manual was prepared in 1973 as a reference guide for 18 library systems to use in their five-year planning and evaluation programs. The manual explained the Context, Input, Process, Product (CIPP) model. The 18 libraries used this model in various ways and reached different stages in the implementation of a five-year plan. Several of the systems reported that their planning committees found the analysis of their system environment very revealing. A block diagram of the CIPP model is included. (Author/DS)

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PLANNING AND EVALUATING LIBRARY SYSTEM SERVICES IN ILLINOIS USING THE CIPP MODEL

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The Library Research Center, University of Illinois at Urbana-Champaign, under a grant from the Illinois State Library, Springfield, Illinois, prepared a manual.[1] It was conceived as a reference guide for Illinois' eighteen library systems to use in their long-range, five-year planning and evaluation programs. Starting in the summer of 1973, visits were made to each system to discuss the manual and to furnish additional data about the planning project. Many supplemental visits and consultations between the Library Research Center and system personnel were also undertaken. Each library system was permitted maximum autonomy in the development of its plan. It was recommended that five to eight members make up the planning committee with system staff represented as well as one or two member libraries, board members, and special user groups (e.g., an advocate for the blind). Because planning/evaluation and the model (Context, Input, Process, Product) explicated in this manual had not been applied to an entire state before this time, some repetition of concepts and examples was considered essential. Both the manual and the five-year plans being developed by the systems have emphasized library services in contrast to purely internal operations. Finally, this manual was designed to provide general guidance for assessing library services and for formulating goals, objectives,

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1 Mary Ellen Michael and Arthur P. Young. Planning and Evaluating Library System Services in Illinois. Springfield, Illinois State Library, 1974 ED 095 916

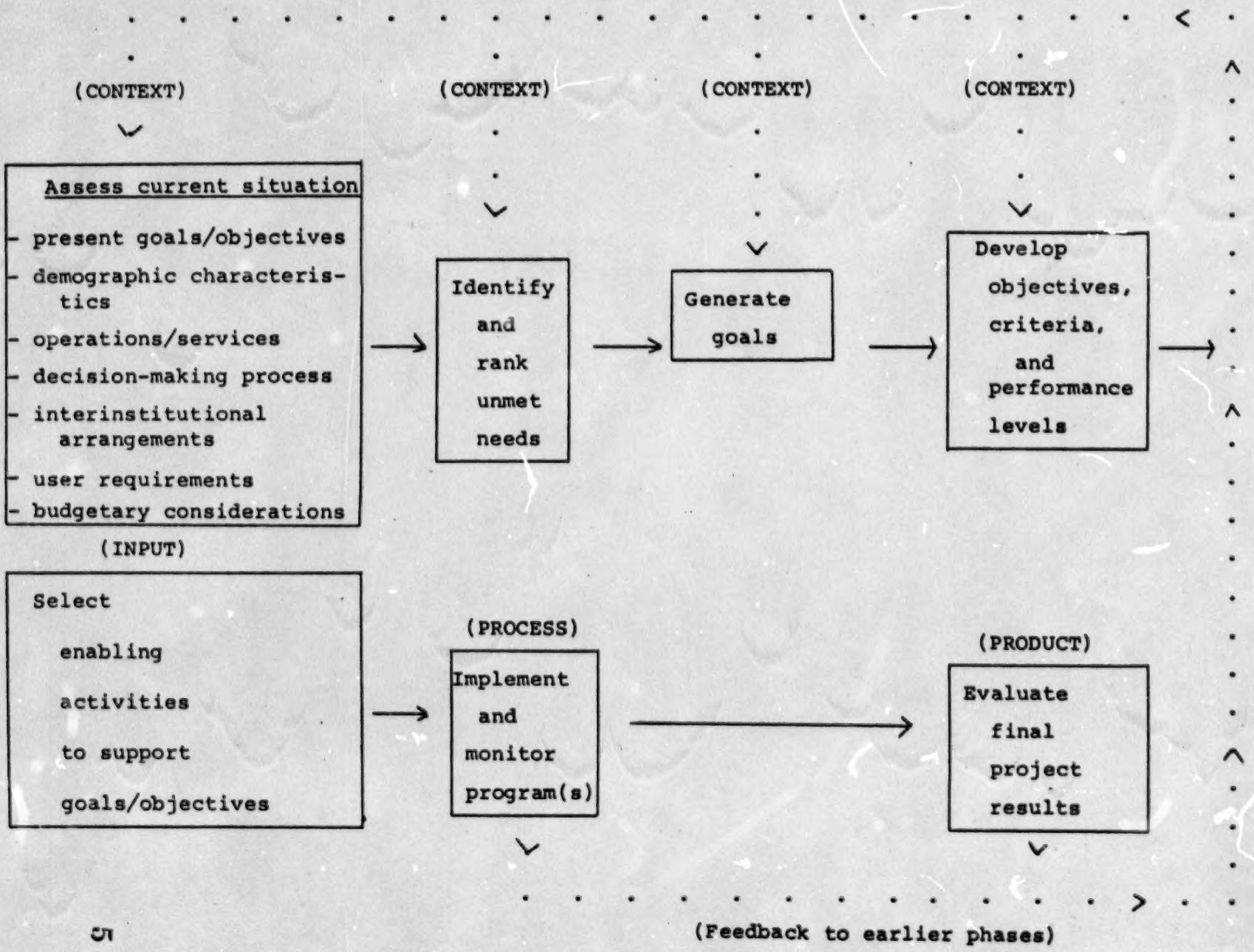
and criteria to measure program attainment. No attempt was made to delineate or resolve the complex issues involved in the derivation and standardization of library measures.

There are many planning models. The CIPP model was adopted because of its relative simplicity and the existence of a sizeable body of explanatory literature. It was developed and refined by the Evaluation Center of Ohio State University. The Ohio State University Evaluation Center conducted several seminars during 1971-72 on the applications of the CIPP model to state-wide library planning.

The CIPP model is neither a radical planning innovation nor a how-to-do-it kit. It is a coherent adaptation and modification of many previous planning and design methods: systems analysis, programmed instruction, and Programming Planning Budgeting System (PPBS). As with all theoretical representations, the CIPP model should be considered as a framework to guide thinking. It ensures an analytical approach by requiring planners to answer essential questions and to make specific judgments at key points in the planning process. CIPP does not prescribe the specific research techniques (e.g., survey questionnaires, time and motion studies) that should be employed.

For a graphic representation of the CIPP model see diagram (Figure 1) on the next page.

Figure 1: BLOCK DIAGRAM OF THE CIPP MODEL



In summary, each phase of CIPP asks several key questions:

CONTEXT--What's out there? Who are the users? What do they need? What are our objectives? How will we measure results?

INPUT--How will we implement the objectives? What are the alternative strategies? Why selected?

PROCESS--Are we meeting the specified objectives during the implementation stage? Are there any unintended outcomes?

PRODUCT--Have the terminal objectives and performance expectations been reached? Should we continue, modify, or terminate the project?

The eighteen library systems have varied widely in their implementation of the CIPP model. Six systems completed their long-range plans and are updating them each year. The others are still in the writing stage. The main concern of system directors is the allocation of staff time needed to complete such planning documents. This is a very legitimate concern but systematic planning and evaluation of services are the basis for maximum utilization of material and human resources. A system's first five-year plan will cover just the first step -- the Context phase. This step is the most time consuming in terms of staff time. However, several of the systems reported that their planning committees found the analysis of their system environment very revealing in that they learned more about their service area and gained valuable information for planning future projects.